DOCUMENT RESUME

ED 128 369 95 TM 005 491

AUTHOR	McCormick, Tom
TITLE	The Career Opportunity Program Aide in the Minneapolis Public Schools, 1972-73.
INSTITUTION	Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
SPONS AGENCY	Bureau of School Systems (DHEW/OE), Washington, D.C.
REPORT NO	C-73-38
PUB DATE	Apr 74
NOTE	29p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Education Majors; Higher Education; Job Training; *Low Income Groups; *National Programs; Occupational Aspiration; Participant Characteristics; Participant Satisfaction; *Program Evaluation; Program Improvement; Questionnaires; *Social Mobility; Tables (Data); *Teacher Aides; Veterans Education; *Work Experience Programs
IDENTIFIERS	*Career Opportunities Program; Minneapolis Minnesota Public Schools; Minnesota (Minneapolis)

ABSTRACT

The Career Opportunities Program (COP) is a nationwide career training model to improve the learning of low-income children in poverty area schools by employing low-income community residents and Vietnam veterans as teacher aides, while they attend college in preparation for careers in education. Two questionnaires were used in this study. The first one, labeled an information sheet, was designed to obtain profile information about the COP participants in the Minneapolis Public Schools. The second questionnaire, designed to solicit opinions from the presently enrolled aides about the program and their role in it, was administered in May 1973. The responses of the aides were generally favorable, regardless of race, sex, or program experience. Almost 90 percent of the respondents said their college courses were useful in their job, and most of the aides felt they had a good working relationship with their supervisor and the project coordinators. (Author/BW)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED128369

The Career Opportunity Program Aide in the Minneapolis Public Schools 1972-73

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Tom McCormick

This project was supported, in part, by Title I ESEA funds

Ideas expressed in this report do not necessarily reflect the official position of the Minneapolis Public School Administration nor the Minneapolis School Board.

C-73-38
April 1974

Research and Evaluation Department
Planning and Support Services
807 N. E. Broadway
Minneapolis, Minnesota 55413

TM005 491

Minneapolis Public Schools

The COP Aide in the Minneapolis Public Schools 1972-73

Summary

The Career Opportunities Program (COP) is a nationwide career training model to improve the learning of low-income children in poverty area schools by employing low-income community residents and Vietnam veterans as teacher aides, while they attend college in preparation for careers in education. See Page 1

Ninety-five aides were enrolled in the program in the spring of 1973. Most aides were white females. Almost three-fourths of the aides were less than 36 years old. At the time they entered the program 80 percent of the COP participants were already employed as aides by the Minneapolis Public Schools, one-fourth of them were receiving public assistance and more than 75 percent of them had some college credits, most of which had been earned through in-service school aide training. 3-6

Twenty-four former aides who graduated from college and successfully completed the program were older than the non-graduates and had been participants longer. Two-thirds of the graduates were white and most of them were women. Three-fourths of the graduates are currently teaching. 6-8

A questionnaire, designed to solicit opinions from the presently enrolled aides about the program and their role in it, was administered in May 1973. The responses of the aides were generally favorable, regardless of race, sex or program experience. Almost 90 percent of the respondents said their college courses were useful in their job, and most of the aides felt they had a good working relationship with their supervisor and the project coordinators. Ninety percent or more of the aides agreed with eight positive statements about their role as COP aides. 9-16

Table of Contents

	Page
Purpose of the Study	1
Method	2
Results	3
Description of COP Aides Enrolled in Spring 1973	3
Personal Description of Former COP Aides	6
Attitudes of COP Aides Enrolled in Spring 1973	9
Summary and Discussion	16
Appendix A: Copies of the Information Sheets and Aide Questionnaire	18

DO NOT WRITE ON THIS PAGE

Listing of Tables

Table No.		Page
1	Previous Aide Experience of COP Participants	4
2	COP Aide Experience of Participants	4
3	College Credits Earned by COP Aides Before Entry into Program	5
4	College Credits Earned by Participants as of June 1973	5
5	Age of Former COP Participants	7
6	Status of COP Aides, by Race	8
7	Experience of Former COP Aides	8
8	Percentage of Classroom Aides Involved in Various Activities	10
9	Evaluation by Aides of College Training, Counseling Services and Supervision According to Race, Sex and Experience	12, 13
10	Aide Perceptions about their COP Role According to Race, Sex and Experience	14, 15

DO NOT FILM THIS PAGE

Minneapolis Public Schools

The COP Aide in the Minneapolis Public Schools

1972-73

The Career Opportunities Program (COP), authorized by the Education Professions Development Act of 1967, is a nationwide career training model to improve the learning of low-income children in poverty area schools by employing low-income community residents and Vietnam veterans as teacher aides, while they attend college in preparation for careers in education.[1]

The implementation of the Minneapolis COP program required the combined efforts of the local school district, participating colleges, the community and the State Department of Education. An advisory committee composed of representatives from the Minneapolis Public Schools, Model City, Pilot City, the North and South Pyramids (two groups of geographically related schools), the University of Minnesota, Augsburg College, Metropolitan State Junior College and the State Department of Education was involved in writing the program proposal. COP became operational in the summer of 1970 when the first 85 participants began attending college. Many of these participants were already employed as aides by the Minneapolis Public Schools.

COP aides are employed in a variety of positions at the elementary and secondary levels: classroom aides, social work aides, media aides and counselor aides. With experience and college credits these aides can progress up a Career Lattice, comprised of three levels: Aide I, Aide II and School Assistant. Each level has six salary steps.

Funding for the program is received from several sources: COP, Title I, ESEA, Title VIII, the State of Minnesota, the Minneapolis Public Schools, Model Cities, and Hennepin County Welfare. The 1972-73 Minneapolis COP budget included $260,000 in Career Opportunity Program funds, $28,050 from Model Cities and $625 from a private donor. More than $86,000 in Title I, ESEA funds were used to help pay the salaries of the participating aides.

Purpose of the Study

The evaluation described in this report was conducted for several reasons.

1. To obtain a description of the participants in the Career Opportunities Program.
2. To provide feedback to help the COP administrators plan further program development.

---

[1] Career Opportunities Program, a manual originally published by the Department of Health, Education and Welfare and reprinted in March 1971 by the Leadership Training Institute of the Career Opportunities Program, page 1.

3. To determine what effect COP has had on the social mobility of the COP participants.

(The original evaluation design also called for a comparison between COP aides and non-COP aides. A sample of aides who were not COP participants was to be selected to match COP aides on social background and experience. The two groups of aides were then to be compared on the quality of their performance as viewed by both the aides and their supervisors. However, the descriptive data on the COP participants were not available in time to select the matching group and to conduct this phase of the study before the end of the 1972-73 school year.)

This study was initiated in the spring of 1972 by the administrator of the COP program and a member of the Minneapolis Public Schools Research and Evaluation Department. To obtain descriptive data about the COP participants, a questionnaire was developed and administered to the aides. However, the initial response was not good and subsequent follow-up efforts were unsuccessful, so the study was delayed until additional manpower became available in February 1973.

Method

Two questionnaires were used in this study: the first one, labeled an information sheet, was designed to obtain profile information about the COP participants and the second one was developed to find out the participants' opinions about the COP program and their role in it.

The first questionnaire, which was sent in March 1973 to the residences of the 95 aides who were then enrolled in the program, solicited personal descriptive data such as age, sex, marital status and race, and information about the participants' involvement in the COP program. The aides were identified by name and a code number on this questionnaire. Initially, about 50 percent of the aides returned the questionnaire but after extensive follow-up efforts the return rate was increased to 90 percent. A second information sheet was also developed to collect as much similar information about 89 former COP aides as was available from files in the Office of Auxiliary Personnel.

The second questionnaire was sent to the residences of the aides in May 1973. Although the aides were not asked to put their name of the questionnaire, they were aware that a code number was used in order to match this questionnaire with the one sent in March. On this questionnaire, the aides

were asked to rate the effectiveness of certain aspects of the program and to indicate how they felt about their role as a COP aide. Completed questionnaires were returned by 86 aides. Copies of this questionnaire and the two information sheets are included as Appendix A.

Results

The first part of the results section of this report focuses on a profile of the COP aides who were enrolled in the program in the spring of 1973, the second part presents a profile of the former COP aides, and the third part summarizes the perceptions of the aides about the program and their role in it.

Description of COP Aides Enrolled in Spring 1973

No "typical" aide emerged from the responses of the COP participants on the first questionnaire. Fifty-six percent of the respondents were white, 32 percent were Black and 11 percent were American Indian, Spanish-surnamed, Oriental or members of some other minority group.

Almost two-thirds of the aides were female, and 72 percent of the participants were less than 36 years old. Thirty-seven percent of the aides were single, another 37 percent were married and 26 percent were widowed, divorced or separated. At the time of their entry into the program, almost three-fourths of the aides said they were the primary wage earners in their family and one-fourth said they were receiving public assistance. More than nine out of ten aides had either received a high school diploma or had a Graduate Equivalency Diploma (GED).

Four out of five COP participants were already employed as aides by the Minneapolis Public Schools at the time of their entry into the program. Table 1 shows a breakdown of this previous aide experience. The table reveals that a substantial majority of male participants had little, if any, previous aide experience. Table 2 presents a breakdown of the number of months the aides had been in the COP program. Nearly 25 percent of the female participants had been in the program longer than two years. Thirty percent of all the aides had been in the program six months or less.

Seventy-seven COP participants responded to two questionnaire items dealing with college credits. Table 3 reveals that more than 75 percent of these respondents had some college credits at the time of their entry into the program. Most of these COP aides earned these credits while participating in the school aide program. Almost one-fourth of these aides had earned at least 75 college credits by the time they entered the program.

Table 1

Previous Aide Experience of COP Participants

Number of months experience as an aide at entry into COP	All		Sex			
			Male		Female	
	N	%	N	%	N	%
0	18	21	17	53	1	2
1-6	20	23	4	13	16	29
7-12	15	17	6	19	9	17
13-24	17	20	4	13	13	24
25 or more	16	19	1	3	15	28
Total[a]	86	100%	32	101%	54	100%

Table 2

Experience of COP Aides

Number of months experience in COP	All		Sex			
			Male		Female	
	N	%	N	%	N	%
0	6	7	2	6	4	7
1-6	20	23	8	25	12	23
7-12	20	23	6	19	14	26
13-24	24	28	13	41	11	20
25 or more	16	19	3	9	13	24
Total	86	100%	32	100%	54	100%

[a]Percent totals in some report tables do not equal 100 because of rounding.

Table 3

College Credits Earned by Participants
Before Entry into COP Program

Number of college credits earned	All		Sex			
			Male		Female	
	N	%	N	%	N	%
0	18	23	7	21	11	24
1-24	15	20	4	13	11	24
25-49	16	21	7	25	9	20
50-74	9	11	4	13	5	11
75 or more	19	24	9	29	10	22
Total	77	99%	31	101%	46	101%

Table 4

College Credits Earned by Participants
as of June 1973

Number of college credits earned	All		Sex			
			Male		Female	
	N	%	N	%	N	%
1-24	11	14	2	6	9	20
25-49	13	17	6	19	7	15
50-99	21	27	8	26	13	28
100-149	15	19	6	19	9	20
150 or more	17	22	9	29	8	17
Total	77	99%	31	99%	46	100%

Table 4 shows the number of college credits the COP aides had earned by June 1973, and includes both the credits earned prior to program participation and while enrolled in COP. The table reveals the 32 aides had earned 100 credits or more.

The questionnaire contained an item asking the aides to state their career goal at the time of their entry into the program. Careers in education were cited by 65 percent of the respondents as their goal, and 22 percent of the aides said they wanted social work careers. The remaining aides were undecided or had other goals in mind.

Four metropolitan area universities and colleges--the University of Minnesota, Augsburg University, the College of St. Catherine's and Metropolitan Junior College--are involved with the COP program. At the time of the survey, 44 percent of the aides were enrolled at the University of Minnesota, 41 percent were enrolled at Metropolitan, 5 percent at St. Catherine's, 5 percent at Augsburg and 5 percent at two other colleges, which were participating on a trial basis. Twenty-seven percent of the aides were freshmen, 25 percent were sophomores, another one-quarter were juniors and 23 percent were seniors.

One of every two aides was a School Aide I, the first classification on the three level career ladder. Thirty-five percent were at the School Aide II level, and 17 percent were School Assistants, the highest level. Two thirds of the female aides worked in elementary schools and two-thirds of the males worked in secondary schools.

Personal Description of Former COP Aides

Information similar to that used to construct the profile of active COP aides was also gathered for 89 former program participants. The data were collected from records available in the Office of Auxiliary Personnel. Twenty-four (27%) of these former aides graduated from college and successfully completed the program, while the other 65 aides (73%) left the program because of personal problems (14%), a poor academic record (15%), poor work attendance (8%), because they moved (9%) or for some other reason (54%).

Fifty-four percent of the former aides were female, and 68 percent of the participants were less than 36 years old. However, as Table 5 shows, the participants who graduated from the program were substantially older than those who resigned or dropped out. Fifty-nine percent of the graduates were more than 35 years old while only 21 percent of the non-graduates were that old.

Table 5

Age of Former COP Participants

Age	All		Status			
			Graduates		Non-Graduates	
	N	%	N	%	N	%
Under 21	3	3	0	0	3	5
21-25	31	35	6	25	25	38
26-35	27	30	4	17	23	35
36-45	19	21	9	38	10	15
46-55	8	9	4	17	4	6
Over 55	1	1	1	4	0	0
Total	89	99%	24	101%	65	99%

Forty-two percent of the former participants were Black, 37 percent were white and 21 percent were Indian. Two-thirds of the 24 aides who successfully completed the program were white.

ble 6 shows the number of white, Black and Indian aides who either graduated or dropped out of the program, or who were enrolled as of June 1973. The table reveals that while nearly one out of every five white aides who has ever participated in the program has successfully completed it, only one of the 23 Indians enrolled in the program and 11 percent of the Black participants graduated.[1]

A much higher percentage of minority aides has not successfully completed the program compared to the white aides. Almost 80 percent of the Indian aides and 46 percent of the Black aides have resigned or dropped out of COP, while only twenty percent of the white participants have done so. Sixty percent of the white aides, 43 percent of the Black aides and 17 percent of the Indian aides are presently enrolled in the program.

[1]Since the spring of 1973, 12 more aides have graduated from the program, bringing the total number of COP graduates to 36. Eight of the new graduates are white, 3 are Black and one is a member of another minority group.

Table 6

Status of COP Aides, by Race

Status	All		Race					
			White		Black		Indian	
	N	%	N	%	N	%	N	%
Graduates	24	14	16	20	7	11	1	4
Non-Graduates	65	38	17	20	30	46	18	78
Enrolled in Spring 1973	81	48	49	60	28	43	4	17
Total	170	100%	82	100%	65	100%	23	99%

Seventeen of the 24 graduates were women. Almost all of the graduates (96%) had been aides before they entered the COP program but only about six out of ten non-graduates had been aides. As table 7 shows, the graduates were also program participants much longer than the non-graduates. Seventy percent of the graduates were in the program more than a year while only 30 percent of the non-graduates participated in the program that long.

Table 7

Experience of Former COP Aides

Number of Months in COP	All		Status			
			Graduates		Non-Graduates	
	N	%	N	%	N	%
1-6	17	20	2	9	15	23
7-12	35	40	5	22	30	47
13-24	22	25	8	35	14	22
25 or more	13	15	8	35	5	8
Total	87	100%	23	101%	64	100%

Most of the former COP participants had career goals similar to those of aides enrolled in the program in the spring of 1973. Sixty percent of the former aides cited educational careers as their goal, and nine percent said they wanted careers in social work. Three-fourths of the aides who successfully completed the program are currently teaching.

Attitudes of COP Aides Enrolled in Spring 1973

The opinions of the participants about the COP program, and their role in it, were surveyed in the second questionnaire, administered in May 1973.[3]

Fifty-eight percent of the respondents indicated they spent at least part of their time as classroom aides. Twenty-three percent were social work aides, eight percent were counselor aides, seven percent were resource center aides and 22 percent indicated they had other aide positions.

The participants who worked as classroom aides were asked to estimate how much time they spent on five specific activities. Table 8 shows that 65 percent of the aides said they spent at least half of their time working directly with children as individuals or in small groups in instructional activities. This response is very similar to the time estimates given by elementary classroom aides in a previous study of Minneapolis auxiliary personnel.[4] In that study, 65 percent of the aides who worked in Title I elementary schools said they spent 50 percent or more of their time working directly with children as individuals or in small groups.

The estimated time spent on two other activities, however, varied considerably between the two groups of aides. One fifth of the COP aides, compared with 50 percent of the elementary aides, estimated they spent 25 percent or more of their time supervising groups of children. Fifty-two percent of the COP aides, compared to 85 percent of the elementary aides, said they spent some of their time performing routine clerical tasks.

Probably the primary reason for these differences is the fewer number of specific activities listed on the questionnaire administered to the elementary classroom aides. While they were only asked to estimate the time they spent on three activities, the COP aides were asked to estimate the time they spent performing five specific activities. The two additional activities--working with children who have emotional and/or behavior problems, and preparing instructional materials--took a considerable amount of aide time.

---

[3] In order to protect the anonymity of the respondents and help ensure their objectivity, the aides were not requested to enter their names on the questionnaire. Instead, an identifying code number was affixed to each questionnaire before it was sent to each aide's residence. This permitted the matching of respondents with the profile information previously gathered so that subgroup analyses (race, sex, experience) of the questionnaire data were possible.

[4] Johnson, L. Auxiliary Personnel in the Minneapolis Public Schools: A Profile. Minneapolis: Minneapolis Public Schools, September 1972.

Table 8

Percentage of Classroom Aides Involved in Various Activities

N=46

Percentage of time classroom aides spent on each activity	Activity					
	Working directly with children as individuals or small groups in instructional activities	Working with children who have emotional and/or behavior problems	Supervising groups of children	Preparing instructional materials	Routine Clerical tasks	Other
0%	2%	35%	28%	17%	48%	- 78%
1 - 9%	0	15	9	22	26	11
10 - 24%	11	35	43	46	20	7
25 - 49%	22	13	13	15	0	0
50 - 74%	39	0	7	0	4	2
75% or more	26	2	0	0	2	2

Had the COP aides been restricted to three activities, their time estimates undoubtedly would have more closely paralleled those of the Title I elementary classroom aides.

Table 9 shows how the aides responded as a group, and when identified by race, sex and program experience, to eight questions on college training and counseling services, and COP program supervision. Overall, the aides had very positive feelings about these aspects of the program.

Sixty percent of the aides said that a four year college degree was their educational goal, and 31 percent said they wanted an advanced college degree. A higher percentage (44%) of the respondents with more than one year of program participation was interested in obtaining an advanced degree than were aides who had been in the program one year or less.

Generally, the aides thought that their college coursework had been useful or very useful to them in their job. Eighty-nine percent of all the aides, and 97 percent of the aides with more than one year of experience, felt this way. Almost one out of five aides with one year or less experience felt the coursework was not very useful, or were unsure about its usefulness.

Sixty-one percent of the respondents said they would have never enrolled in college or would have dropped out if they hadn't become COP participants. Thirty-two percent said they would have gone to college but wouldn't have completed as many credits and seven percent said they would have completed just as many credits.

Seventy-seven percent of the aides said they discussed job-related situations with their immediate supervisor (teacher, social worker or counselor) every day or two or three times a week. Five percent said they never discussed job-related situations with their supervisors. Fifty-five percent of the aides rated these discussions as very useful, and 36 percent said they were useful. This positive opinion was shared by all the aides, regardless of sex, race or program experience.

Most aides felt their contacts with coordinators from the Office of Auxiliary Personnel had been helpful or very helpful. Only six percent of all the aides said these contacts had not been very helpful, and nine percent indicated they had had no contact with the coordinators.

Table 9
Evaluation by Aides of College Training, Counseling Services and Supervision According to Race, Sex and Experience

Item	Response	All N=86[a]	Race		Sex		Experience	
			White N=45	Minority N=35	Male N=29	Female N=51	More than one year N=39	One year or less N=41
What's your educational goal at this time?	Take some college courses	0%	0%	0%	0%	0%	0%	0%
	Get a 2-year college degree	3	-	6	0	4	3	3
	Get a 4-year college degree	60	58	59	48	64	51	65
	Get an advanced college degree	31	36	29	41	28	44	23
	Not sure of my plans	5	4	6	10	2	3	8
	Other	1	2	0	0	2	0	3
How useful have your college courses been in relation to your COP position or job?	Very useful	47%	47%	49%	55%	43%	59%	37%
	Useful	42	40	43	41	41	38	44
	Not very useful	7	9	6	3	10	3	12
	Not sure	5	4	3	0	6	0	7
What effect has the COP program had on your college educational progress?	I would have completed just as many credits without COP	7%	5%	11%	11%	6%	0%	15%
	I would have gone to college but not completed as many credits	32	40	23	43	26	32	33
	I would have dropped out or never enrolled in college	61	56	66	46	68	68	53

[a]Includes responses from six aides not identified by race, sex and program experience.

Table 9 (Continued)

Item	Response	All N=86	Race		Sex		Experience	
			White N=45	Minority N=35	Male N=29	Female N=51	More than one year N=39	One year or less N=41
How often do you discuss job-related situations with your immediate supervisor?	Every day	40%	40%	37%	38%	39%	49%	29%
	About 2-3 times per week	37	36	37	45	31	33	39
	Once a week	8	7	11	7	10	7	10
	Less than once a week	10	13	9	7	14	7	15
	Never	5	4	6	3	6	3	7
How useful are these discussions with immediate supervisor?	Very useful	55%	52%	58%	58%	52%	57%	51%
	Useful	36	40	32	38	35	31	41
	Not very useful	9	9	10	4	13	11	8
How helpful are your contacts with coordinators from the Office of Auxiliary Person	Very helpful	42%	38%	46%	38%	43%	49%	34%
	Helpful	42	49	34	48	39	36	49
	Not very helpful	6	4	9	3	8	10	2
	Have not had any contact	9	9	11	10	10	5	15
Do you use the college counseling services for program planning and/or academic problems?	Yes	76%	73%	79%	76%	76%	79%	72%
	No	24	27	21	24	24	21	28
If yes, who?	Counselor	63%	69%	63%	52%	74%	55%	79%
	Advisor	48	25	37	43	24	42	18
	Other	5	6	0	5	3	3	4
How useful have these counseling services been?	Very useful	38%	37%	38%	33%	40%	30%	47%
	Useful	46	45	48	50	44	49	43
	Not useful	17	18	14	17	16	22	10

Table 10
Aide Perceptions about their COP Role According to Race, Sex and Experience

Statement	Response	All N=80[a]	Race		Sex		Experience	
			White N=45	Minority N=35	Male N=29	Female N=51	More than one year N=39	One year or less N=41
Aides should be included in staff meetings	Strongly Agree	53%	57%	47%	54%	52%	53%	53%
	Agree	42	38	47	42	42	42	41
	Disagree	5	5	7	4	6	5	6
	Strongly Disagree	0	0	0	0	0	0	0
My supervisor has confidence in my work	Strongly Agree	57%	52%	64%	55%	58%	59%	55%
	Agree	41	45	36	45	40	38	45
	Disagree	2	2	0	0	2	3	0
	Strongly Disagree	0	0	0	0	0	0	0
My supervisor frequently asks for my opinion	Strongly Agree	31%	34%	30%	32%	33%	36%	29%
	Agree	54	45	64	57	51	50	56
	Disagree	15	20	6	11	16	14	15
	Strongly Disagree	0	0	0	0	0	0	0
Aides should be given an opportunity to assist their supervisor in planning	Strongly Agree	42%	49%	34%	45%	41%	41%	44%
	Agree	51	47	57	45	55	54	49
	Disagree	7	4	9	10	4	5	7
	Strongly Disagree	0	0	0	0	0	0	0
I feel capable of handling leadership responsibilities	Strongly Agree	54%	56%	47%	52%	56%	62%	48%
	Agree	44	40	53	48	40	33	53
	Disagree	2	4	0	0	4	5	0
	Strongly Disagree	0	0	0	0	0	0	0

[a]Includes responses from six aides not identified by race, sex and program experience.

Table 10 (Continued)

Statement	Response	All N=86	Race		Sex		Experience	
			White N=45	Minority N=35	Male N=29	Female N=51	More than one year N=39	One year or less N=41
I am given a lot of responsibility by my supervisor	Strongly Agree	50%	50%	50%	41%	55%	54%	46%
	Agree	40	39	44	59	31	41	41
	Disagree	8	11	3	0	12	5	10
	Strongly Disagree	1	0	3	0	2	0	2
I feel that I am a very useful person on my job	Strongly Agree	57%	51%	63%	59%	55%	56%	56%
	Agree	41	44	37	41	41	41	41
	Disagree	2	4	0	0	4	3	2
	Strongly Disagree	0	0	0	0	0	0	0
Being in COP has helped to increase my self-confidence	Strongly Agree	61%	64%	57%	55%	65%	58%	64%
	Agree	30	26	34	34	27	37	23
	Disagree	7	10	6	10	6	5	10
	Strongly Disagree	1	0	3	0	2	0	3
Being in COP has helped me improve my leadership skills	Strongly Agree	55%	60%	50%	48%	60%	61%	50%
	Agree	37	31	41	45	30	34	37
	Disagree	9	10	9	7	11	5	13
	Strongly Disagree	0	0	0	0	0	0	0

Over three-fourths of the respondents had used their college's counseling services, and 84 percent of them said these services were useful.

In the last section of the questionnaire, the participants were given nine statements relating to their position as COP aides and were asked to indicate how they felt by checking Strongly Agree, Agree, Disagree or Strongly Disagree after each statement.

As Table 10 shows, ninety-five percent of the respondents thought that aides should be included in staff meetings. There was little variation among any of subgroups on this statement. The next statement, "my supervisor has confidence in me," also drew strong agreement from the aides, regardless of race, sex or program experience.

Eighty-five percent of the aides agreed or strongly agreed that their supervisor frequently asked for their opinion, and 93 percent of the respondents agreed that aides should be given an opportunity to assist their supervisor in planning.

Virtually all of the aides felt they were capable of handling leadership responsibilities, and nine out of ten aides agreed they were given a lot of responsibility by their supervisor. However, there was some disagreement between male and female respondents on this item. While none of the male aides disagreed with the statement, "I am given a lot of responsibility by my supervisor," 14 percent of the female aides did. Ninety-eight percent of the aides felt they were useful people on their jobs, and ninety-one percent said that the program has helped to increase their self-confidence. Ninety-two percent of the aides agreed or strongly agreed that being in COP helped improve their leadership skills.

The reaction of the respondents, regardless of race, sex or program experience, to these nine statements was overwhelmingly positive. At least 90 percent of the aides indicated they agreed or strongly agreed with eight of the nine statements. The exception was the statement, "My supervisor frequently asks for my opinions" to which 85 percent of the respondents expressed agreement.

Summary and Discussion

Most of the participants enrolled in the Minneapolis COP program in the spring of 1973 were less than 36 years old and had been teacher aides before their entry into the COP program. There were more white than minority aides and more women than men. More than half of the participants said they worked as classroom aides. Sixty-five percent of these aides estimated they spent

at least half their time in the classroom working directly with children as individuals or in small groups in instructional activities. The overwhelming majority of aides, regardless of race, sex or program experience, indicated they felt the program supervisors were useful or helpful, and ninety percent or more of the participants agreed with eight positive statements about their role as COP aides.

One factor apparently important to success in the COP program is age. The 24 participants who successfully completed the program were substantially older than the 65 aides who resigned or dropped out. The graduates were also more likely to have been aides before they entered COP, and had been in the program much longer than the non-graduates. Most of the graduates were women and two-thirds of the graduates were white. Only one of the 23 Indians who has ever participated in COP has successfully completed the program while 18 have resigned or dropped out. This low success rate and the small number (four) of Indian aides presently enrolled in COP are two aspects of the program that demand special attention.

One of the objectives of this evaluation was to determine what effect COP has had on the social mobility of the participants. Although this program effect was not directly measured for all the participants, it is obvious that for some aides, at least, COP has had a positive impact on their social mobility. Most of the graduates, for instance, had been previously involved in New Careers, a program for people with poverty level incomes. Since two-thirds of these graduates are now teaching, it can be concluded that COP had an effect on their social mobility.

It also appears that COP has had a positive impact on the social mobility of presently enrolled aides. More than 90 percent of the aides indicated they would not have done as well in college or would not have been enrolled at all if they had not participated in COP. In the case of many participants, their employment as school aides demands higher skill and more responsibility than the jobs they held prior to becoming aides. However, it is difficult to estimate the effect of the program on the social mobility of these aides should they, like 65 former participants, resign or drop out of COP.

This evaluation has focused on providing profile information about participants in COP and their attitudes and opinions about the program. When judged by the aspects of the program that were evaluated, COP appears to be successful. Aide morale is high and the overwhelming majority of participants are apparently satisfied with program supervision, their college training and their role as aides.

Appendix A

Copies of the Information Sheets and Aide Questionnaire

CAREER OPPORTUNITIES PROGRAM
INFORMATION SHEET

(Administered March 1973)

(1-3) _ _ _ Identification Number

(4-23) _____ _____ Name (Please print)
Last First

(24) Sex (check one)

_____ 1 Male

_____ 2 Female

(25) Race (check one)

_____ 1 White

_____ 2 Black

_____ 3 Indian

_____ 4 Spanish-surnamed

_____ 5 Oriental

_____ 6 Other

(26) Age (check one)

_____ 1 Under 21

_____ 2 21-25

_____ 3 26-35

_____ 4 36-45

_____ 5 46-55

_____ 6 Over 55

(27) Marital status (check one)

_____ 1 Single

_____ 2 Married

_____ 3 Widowed

_____ 4 Divorced-Separated

Month and Year you became an aide

(28-29) _ _ Month

(30-31) _ _ Year

(32) Did you participate in the New Careers Program? (check one)

_____ Yes

_____ No

If your answer to 32 is "Yes" answer 33-38. If "No" skip to 39.

AT ENTRY TO NEW CAREERS . . .

(33) Were you the primary wage earner in your family? (check one)

_____ 1 Yes

_____ 2 No

_____ 3 Don't know

(34-35) How many dependents, including yourself, were in your family?

_ _

(36) What was your high school educational level? (check one)

_____ 1 Diploma

_____ 2 GED

_____ 3 Neither

How many college credits did you have?

(37-38) _ _

Month and Year you entered COP

(39-40) _ _ Month

(41-42) _ _ Year

How many months were you an aide before entering COP?

(43-44) _ _

How many months have you been in COP?

(45-46) _ _

AT ENTRY TO COP . . .

(47) Were you the primary wage earner in your family? (check one)

_____ 1 Yes

_____ 2 No

_____ 3 Don't know

___ ___ ___ Identification Number

(48) Was your family receiving public assistance? (check one)

_____ 1 Yes

_____ 2 No

_____ 3 Don't know

How many dependents, including yourself, were in your family?

(49-50) ___ ___

(51) What was your high school educational level? (check one)

_____ 1 Diploma

_____ 2 GED

_____ 3 Neither

How many college credits did you have?

(52-53) ___ ___

What was your career goal? (Write in blank space provided)

_____

_____

(54-55) ___ ___ (leave blank)

(56) Has this goal changed? (check one)

_____ 1 Yes

_____ 2 No

If answer to (56) is "Yes", how has this goal changed? (write in blank space provided)

_____

_____

(57-58) ___ ___ (leave blank)

(59) _____ (leave blank)

(60) What college are you enrolled in? (check one)

_____ 1 University of Minnesota

_____ 2 Augsburg

_____ 3 St. Catherine's

_____ 4 Metropolitan Junior

_____ 5 Other

What is the total number of college credits you will have earned as of June 1973.

(61-63) ___ ___ ___

(64) What is your status in college? (check one)

_____ 1 Freshman

_____ 2 Sophomore

_____ 3 Junior

_____ 4 Senior

(65) What is your classification on the career ladder? (check one)

_____ 1 School aide I

_____ 2 School aide II

_____ 3 School assistant

(66) Where is your job located? (check one)

_____ 1 Elementary school

_____ 2 Secondary school

_____ 3 Special location

What was your job previous to becoming an aide? (write in blank space provided)

_____

_____

(67-68) ___ ___ (leave blank)

C	O	P	P	R	O	O	3	7	3
71	72	73	74	75	76	77	78	79	80

Research and Evaluation Department
Educational Services Division

CAREER OPPORTUNITIES PROGRAM
INFORMATION SHEET
FORMER COP PARTICIPANTS

(1-20) _____ Last _____ First Name (Please print)

(21) Sex (check one)

_____1 Male

_____2 Female

(22) Race (check one)

_____1 White

_____2 Black

_____3 Indian

_____4 Spanish-surnamed

_____5 Oriental

_____6 Other

(23-24) Age

___ ___

(25) Was participant primary wage earner in family?

_____1 Yes

_____2 No

(26-27) Number of dependents (including participant).

___ ___

(28) Was participant receiving public assistance?

_____1 Yes

_____2 No

(29) Educational level

_____1 High school

_____2 G E D

_____3 Neither

(30-32) Number of college credits participant had at entry to COP.

___ ___ ___

What was participant's career goal?

_____

(33-34) ___ ___

(35-36) Was participant a school aide before entry into COP program?

_____1 Yes

_____2 No

(37-38) If answer to (35-36) is yes, for how many months?

___ ___

DATE OF ENTRY INTO PROGRAM

(39-40) ___ ___ Month

(41-42) ___ ___ Year

TERMINATION DATE

(43-44) ___ ___ Month

(45-46) ___ ___ Year

AT TERMINATION DATE.....

(47-48) How many months had participant been in COP?

___ ___

(49) Where was participant's job located?

_____1 Elementary school

_____2 Secondary school

_____3 Special location

(50) What college was participant attending?

_____

(51) What was participant's classification on the career ladder?

_____1 School aide I

_____2 School aide II

_____3 School assistant

(52-53) What was the reason for termination?

_____

(52-53) ___ ___

What is present occupation of COP participant if he or she has graduated from college?

_____

(54-55) ___ ___

C O P T E R O 3 7 3
71 72 73 74 75 76 77 78 79 80

Research and Evaluation Department
Educational Services Division

26

CAREER OPPORTUNITIES PROGRAM

AIDE QUESTIONNAIRE

(1-3) ___ Identification Number

(Administered May 1973)

(4) Mark any of the following positions that describe your job as an aide.

_____ 1. Classroom aide
_____ 2. Social Work aide
_____ 3. Counselor aide
_____ 4. Administrative aide
_____ 5. Resource Center aide
_____ 6. Other _____

If you checked classroom aide in the previous question, indicate the percentage of your classroom aide time you spent on the following activities. Make sure all percentages add up to 100.

(5-6) Working directly with children as individuals or small groups in instructional activities __%

(7-8) Working with children who have emotional and/or behavior problems __%

(9-10) Supervising groups of children __%

(11-12) Preparing instructional material __%

(13-14) Routine clerical tasks __%

(15-16) Other _____ __%

(17) What's your educational goal at this time? i.e. How much and what kind of education do you hope to obtain in the future?

_____ 1. Take some college courses
_____ 2. Get a 2-year college degree
_____ 3. Get a 4-year college degree
_____ 4. Get an advanced college degree
_____ 5. Not sure of my plans
_____ 6. Other _____

(18) How useful have your college courses been in relation to your COP position or job?

_____ 1. Very useful
_____ 2. Useful
_____ 3. Not very useful
_____ 4. Not sure

(19) What effect has the COP program had on your college educational progress?

_____ 1. I would have completed just as many credits without COP.
_____ 2. I would have gone to college but not completed as many credits.
_____ 3. I would have dropped out or never enrolled in college.

Supervision by Immediate Supervisor (teacher, social worker, or counselor with whom you are working.)

(20) How often do you discuss job-related situations with your immediate supervisor?

_____ 1. Every day
_____ 2. About 2-3 times per week
_____ 3. Once a week
_____ 4. Less than once a week
_____ 5. Never

(21) How useful are these discussions with immediate supervisor?

_____ 1. Very useful
_____ 2. Useful
_____ 3. Not very useful

Any comments about or suggestions for improving supervision by immediate supervisor? _____

_____

_____

Contact with Minneapolis Schools' Office of Auxiliary Personnel Coordinators

(22) How helpful are your contacts with coordinators from the Office of Auxiliary Personnel?

_____ 1. Very helpful
_____ 2. Helpful
_____ 3. Not very helpful
_____ 4. Have not had any contact

Any comments about or suggestions for improving the contact you have with the coordinators from the Office of Auxiliary Personnel? _____

_____

_____

Contact with college personnel

(23) Do you use the college counseling services (counselor, advisor, etc.) for program planning and/or academic problems?

_____ 1. Yes
_____ 2. No

(24) If yes, who?

_____ 1. Counselor
_____ 2. Advisor
_____ 3. Other_____

(25) How useful have these counseling services been?

_____ 1. Very useful
_____ 2. Useful
_____ 3. Not useful

University of Minnesota students only: (If not a U of M student, go to question 33)

What is the extent of your contact with the HELP Center?

(26) _____ Receive brochures

(27) _____ Counseling on college course planning

(28) _____ Counseling on educational problems

(29) _____ Counseling on personal problems

(30) _____ Tutoring

(31) _____ Other _____

(32) _____ No contact

Indicate below whether or not you agree with the following statements by checking the appropriate response.

		Strongly Agree	Agree	Disagree	Strongly Disagree
(33)	Aides should be included in staff meetings.	____	____	____	____
(34)	My supervisor has confidence in my work.	____	____	____	____
(35)	My supervisor frequently asks for my opinion.	____	____	____	____
(36)	Aides should be given an opportunity to assist their supervisor in planning.	____	____	____	____
(37)	I feel capable of handling leadership responsibilities.	____	____	____	____
(38)	I am given a lot of responsibility by my supervisor.	____	____	____	____
(39)	I feel that I am a very useful person on my job.	____	____	____	____
(40)	Being in COP has helped to increase my self-confidence.	____	____	____	____
(41)	Being in COP has helped me improve my leadership skills.	____	____	____	____